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STANDARDS FOR PREPARATION OF SCHOOL PROFESSIONAL PERSONNEL LEADING TO CERTIFICATION. THIRD DRAFT--PROPOSAL.

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THE BOARD OF EDUCATION FOR THE STATE OF WASHINGTON IS ENGAGED IN REVISING THE STATE STANDARDS FOR TEACHER EDUCATION AND CERTIFICATION. IT IS EXPECTED THAT THE REVISION WILL (1) ENCOURAGE HIGHER STANDARDS OF PREPARATION FOR TEACHERS AND OTHER EDUCATIONAL SPECIALISTS, (2) INCREASE UTILIZATIONS OF THE GROWING KNOWLEDGE AND TECHNOLOGY OF TEACHING, (3) EXTEND THE PERIOD OF PREPARATION INTO THE FIRST SEVERAL YEARS OF TEACHING, (4) STIMULATE RESEARCH AND NEW APPROACHES TO TEACHER PREPARATION. FEATURES OF THE REVISED STANDARDS ARE (A) CATEGORIES OF CERTIFICATES WILL BE (I) TEACHERS, (II) EDUCATIONAL STAFF ASSOCIATES, AND (III) ADMINISTRATORS. (B) PROGRAMS OF PREPARATION WILL INCLUDE SYSTEMATIC INSTRUCTION OF PROSPECTIVE TEACHERS IN SKILLS AND CONCEPTS OF TEACHING APPROPRIATE TO AGE-LEVELS AND SUBJECT BEING TAUGHT. (C) ASSIGNMENTS OF TEACHERS WILL BE IN ACCORDANCE WITH THEIR PREPARATION. (D) RESPONSIBILITY FOR THE TEACHER PREPARATION IS TO BE SHARED AMONG COLLEGES AND UNIVERSITIES, SCHOOL ORGANIZATIONS, AND PROFESSIONAL ASSOCIATIONS. (E) COLLEGES, UNIVERSITIES, AND SCHOOL ORGANIZATIONS WILL FILE THEIR CAREFULLY PLANNED PROGRAMS WITH THE SUPERINTENDENT OF PUBLIC INSTRUCTION, SHOWING EVIDENCE OF HAVING RESOURCES NECESSARY TO OFFER THE PROGRAM. (F) THE STATE BOARD OF EDUCATION WILL CONTINUE TO ASSESS AND APPROVE PROGRAMS OF TEACHER PREPARATION PERIODICALLY. (RF)

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State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

GUIDELINES FOR PREPARATION OF SCHOOL PROFESSIONAL PERSONNEL

LEADING TO CERTIFICATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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September 1967

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

September-1967

PROPOSED REVISION OF STANDARDS FOR TEACHER EDUCATION AND CERTIFICATION

AN OVERVIEW OF THE THIRD DRAFT

The Board of Education for the State of Washington currently is engaged in a revision of the state standards for teacher education and certification. The third draft is designed to engage teachers, administrators, school directors and other interested citizens in a discussion of a new context for preparation of school professional personnel; a context intended to stimulate and foster desirable change in their preparation during the 1970's and 1980's at least.

The standards were developed following extended meetings of the Teacher Education and Certification Advisory Committee and related committees during 1966 and 1967. Many elements of the first and second drafts have been changed; it is assumed that more changes will occur before the new standards are presented to the State Board for formal consideration.

It is expected that the revised standards will:

1. encourage higher standards of preparation for teachers, school administrators, and other educational specialists; standards which result in demonstrable high levels of teaching competence;

2. increase utilization of the growing knowledge and technology of teaching to promote the worth and dignity of the individual and other basic democratic values in the schools;

3. extend the period of teacher preparation into the first several years of teaching; conjoin pre-service and in-service teacher education activities; and take cognizance of the career development needs of teachers;

4. broaden the responsibility for teacher preparation and career development to include not only colleges and universities, but also school organizations and professional associations and societies;

5. stimulate research and new approaches to teacher preparation.

Features of the revised standards are these:

1. All educational occupations for which certificates are issued will be classified into one of three categories: (1) teachers, (2) educational staff associates, or (3) administrators. Specialization for assignments or roles will be shown as endorsements on these certificates.

2. As persons are selected and prepare themselves for teaching, each will achieve a satisfactory performance level (Level One). Many will achieve higher levels (Levels Two and Three) as they study and work to improve. Certificates will be issued which are valid for a specified period of time to attest to the current status of teaching performance in each case.

3. Programs of preparation (all levels) will include a systematic way of instructing teachers or prospective teachers in the skills and concepts of teaching appropriate to the age-levels and subjects being taught. A systematic way includes: (a) defining teacher performance objectives; (b) showing or demonstrating desirable teaching behavior (models); (c) assessing the individual teacher's readiness to respond or change; (d) providing real and simulated experiences tailored to the individual teacher's needs; (e) providing "feedback" to the teacher or prospective teacher in relation to the stated objectives.

4. Assignments of teachers will be in accordance with their preparation; (a) subject specialization, (b) age-level specialization, and (c) performance-level achievement.

5. Responsibility for the preparation of teachers is shared among colleges and universities, school organizations, and professional associations. Although one agency may have prime or coordinating responsibility for one certificate level, each agency is involved at each level of preparation. College and school and professional association committees will be needed to foster smooth transitions from one agency to another as teachers change in performance level achievements or career aspirations.

6. Colleges, universities, and school organizations will file their carefully planned programs with the Superintendent of Public Instruction, showing evidence of having the resources necessary to offer the programs. Review committees will visit teacher education agencies which propose programs.

7. The State Board of Education will continue to approve programs of teacher preparation. The recommendations of the review committees and of the Superintendent of Public Instruction will be presented to the Board. Programs will be reassessed and approved periodically.

The revised standards will emphasize:

1. Studies which provide students with the necessary background for valuing their culture and making wise and rational decisions; studies which include the consideration of expressions of both thought and feeling through the humanities, the arts, the social sciences, and the natural sciences and mathematics.

2. Specialization in fields of knowledge which provide perspective to facts and events including the relationship between the student's specialization and other areas of learning. This specialization should provide the student with a method of inquiry and a means of expression.

3. Preparation focused on the development of high levels of professional performance in accordance with the student's talents and aspirations; individual performance to be tested in real teaching situations.

4. Commitment by colleges and universities, school organizations and professional associations to the preparation of teachers on an individual basis; commitment to the investment of the time and resources necessary to nurture individuality.

The commitment of human and material resources needed to implement the revised standards undoubtedly will be greater than under present standards. Redeployment of present resources should help considerably in achieving the improvement in teacher preparation envisioned. Examination of the implications for program development of the revised standards by colleges and universities, school organizations and professional associations, should help determine the extent to which additional resources will be needed.

Please see the proposed schedule for initiating the revised standards on page 2 of the text of the third draft.

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September-1967

THIRD DRAFT--PROPOSAL

STANDARDS FOR PREPARATION OF SCHOOL PROFESSIONAL PERSONNEL LEADING TO CERTIFICATION

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A. INTRODUCTION

New certification regulations and standards normally develop as a result of experience with earlier forms. Usually, certification patterns do not change dramatically or suddenly--they emerge as a consequence of pressures exerted upon the existing structures and as a result of broad professional participation in discussion and debate. It is axiomatic that if a set of certification regulations is to be effective as a guarantee of competent personnel for the schools, the regulations need to be understood and supported by a broad professional audience.

As implied above, the State Board of Education believes that a new set of certification regulations is needed because regulations, when viewed positively, can provide direction and encouragement for teacher education agencies to improve their programs. In the light of new developments in teaching, it is appropriate to encourage teacher education agencies in the State of Washington to change, to be more specific about their teacher education goals, especially in terms of performance, and hence, more careful in individualizing instruction and evaluating teacher development. The definition of certification standards as goals for teacher education agencies provides the means for coordinating and focusing the energies of all who are involved in teacher education.

The third draft of the revised standards is designed to engage teachers, administrators, school directors, and other interested citizens in a discussion of a new context for teacher preparation; a context intended to stimulate and foster desirable change in their preparation during the 1970's and 1980's at least. The ideas which are expressed herein developed from extended meetings of the Teacher Education and Certification Advisory Committee and related committees during 1966 and 1967. Many elements of the first and second drafts of the standards have been changed; it is assumed that more changes will occur before the new standards are presented to the State Board for formal consideration.

The reader will note that each major section of the standards is divided into three parts: (1) the text of the standards; (2) an explanation of the text for further clarification; and (3) space for the reader to comment or make suggestions. Reactions are solicited and will be used in the writing of the fourth draft.

On the next page is an outline of a proposed schedule for initiating the revised certification standards.

Proposed Schedule for Initiating Revised Standards

1967-68

Present for statewide consideration
Revise with the assistance of advisory committees
Present to State Board

1968-69

Develop Level I preparation plans
Establish collaborative arrangements between colleges, school organizations, and professional associations

1969-70

Develop plans for Level I supervision and continued preparation
Develop Level II preparation plans

1970-72

Initiate approved Level I and Level II programs
Develop plans for Level III preparation

1972-73

Initiate approved Level III programs

B. PURPOSES OF THE REVISED STANDARDS

Certification regulations should provide a basis for ensuring that persons assigned to specialized roles in the schools of the State of Washington are professionally competent. Regulations should establish acceptable ways for persons to change roles or positions during the course of their careers. In addition, regulations should provide a fairly simple and understandable way of classifying educational work assignments.

The revised standards for teacher education are designed to:

encourage higher standards of preparation for teachers, school administrators, and other educational staff specialists--standards which result in demonstrable higher levels of competence;

advance the utilization of the growing knowledge and technology of teaching to promote the worth and dignity of the individual and other basic democratic values in the schools;

encourage the continuing professional development and self-renewal of school personnel, recognizing that ultimately the responsibility for improvement is individual and personal;

extend the period of teacher preparation to include the first several years of teaching and conjoin pre-service and in-service teacher education activities;

broaden the responsibility for teacher preparation to include school organizations and professional associations in addition to colleges and universities;

promote cooperation and collaboration among colleges, universities, school organizations and professional associations;

stimulate research and innovation in teacher education;

make teacher education more attractive to talented and responsible students.

Remarks:

In reviewing changes which are visible in American society and their impact on education, it becomes evident that teaching is changing. The responsibilities given teachers and the roles they are expected to play are changing.

Consequently, the question to be considered in this document is: How should teacher education and certification be changed considering what is now known about teaching and what seems predictable for the future? Standards, when revised, should be designed for the future. Standards should help direct change in a desirable direction.

What factors should be considered in revising certification standards?

1. The present pattern of preparation and certification has been in effect for a number of years. The basic design of the present pattern went into effect in 1949 and was revised in 1958.

2. Staff utilization is changing. Numerous patterns of team teaching, differentiation of teaching assignments, the use of aides and the increased need for specialists seem to indicate that the days of the isolated self-contained classroom are numbered, and new ways of applying teaching talents are now required.

3. The role of the school has expanded and schooling has become an integral part of living at any age. Rapid technological change and a new look at career development would indicate that people can learn what they want to learn when they want to learn it, if they have the opportunity.

4. Recent curriculum study is resulting in reform. More stress is placed on thinking and problem solving, less on recall and memorization. More emphasis is being placed on the student's perceptions, the student's own pace for learning, the student's concept of himself.

5. More resources are available for education. The federal government is now committed to massive support; economists have shown that investment in education is sound public policy.

6. Professional organizations and societies have become interested and effective in promoting the welfare of their members. Some groups have become engaged in the recruitment and induction of members, and the advancement of the art and science of teaching.

7. College students and other intellectuals are questioning the value of impersonal pre-packaged programs of study on a "take it or leave it" basis. The tenor of the times would indicate that schooling, especially required schooling, needs to be more personal and humane.

The present standards have served the state well. They do provide for decentralization of responsibility; they do encourage institutional initiative; they do call for inter-institutional cooperation; they have given Washington high teacher standards. But the present standards do not encourage teachers to higher performance levels throughout their careers; they do not encourage collaborative efforts among colleges, school organizations and professional associations; they do not encourage individualized and varied programs based upon individual assessment of needs; they do not encourage the application of science and technology to the teaching function itself.

The commitment of human and material resources needed to implement the revised standards undoubtedly will be greater than under present standards. However, redeployment of present resources should help considerably in achieving the improvement in teacher preparation envisioned. During the current year examination of the implications for program development of the revised standards by colleges and universities, school organizations and professional associations, should help determine the extent to which additional resources will be needed.

Comments:

C. DEFINITION OF TERMS

Because some of the words used in this document have specialized meaning, the following definitions are provided:

Teacher and Teacher Education. Unless otherwise noted, the term "teacher" refers to all professional school personnel, classroom teachers, principals, superintendents, and staff associates. Thus, teacher education is inclusive of teacher, administrator, and educational staff associate preparation, both pre-service and in-service.

Teacher Education Agencies. Colleges, universities, school organizations, and professional associations which participate in teacher education are teacher education agencies.

School Organizations. School districts, school systems, private schools or other educational agencies or a combination thereof, which provide elementary and/or secondary education for children, are school organizations.

Professional Associations. An organization, society, association, or union of educators which formulates standards for membership, assumes responsibility for the quality of the services rendered by its members, and sponsors and participates in programs to improve the quality of the services performed by members, is a professional association. The "appropriate" professional association for participation in a particular preparation program is that general or specialized organization which is related to the specific professional role of the teacher. As used in this document, professional associations refer to Washington State associations.

Approved Teacher Education Programs. Approved programs are those which have the endorsement of the State Board of Education as provided in the regulations of the Board.

Elementary Education. Elementary education is that schooling which encompasses nursery school, kindergarten, and the primary and intermediate levels. It may include children ages 3 through 14.

Secondary Education. Secondary education is that schooling which encompasses the junior high school and the high school. It may include other types of school organization designed especially for children and youth ages 10 to 21. Community college programs are not considered secondary education.

D. THEORETICAL CONSIDERATIONS

When the teacher performs he reveals the goals of teacher education. The teacher's performance reflects his understanding of the elements of culture--past and present--, his individuality and his personality. His performance in the school setting is related directly to his interpretations of the goals of education.

Teaching consists of playing a variety of roles and performing a variety of tasks in each role. The individuality of each teacher facilitates the development of individual teaching style. Each teacher's plans, strategies, and constructs of teaching are influenced by his individual style.

Learning is individual. Therefore, teaching which promotes student initiative and responsibility, provides a sound basis for development of the teaching plans, strategies, and constructs which each teacher uses to guide his performance.

Teaching actions are based implicitly on goals and specific objectives. Goals and specific objectives can be related explicitly to teaching plans. Performance effectiveness can be evaluated by the teacher with the aid of student response. Other teachers, knowing the goals and specific objectives and the learning setting, can assist in this evaluation.

Remarks:

These considerations suggest that revised standards for teacher preparation should focus upon individuals and teaching performance. Present standards focus on program patterns which all candidates for teaching are expected to complete. The revised standards provide that all teacher education agencies--colleges and universities, school organizations, and professional associations--will be committed to helping teachers demonstrate that they can perform specific teaching tasks competently.

It is not the purpose of these standards to espouse a particular theory of learning or a particular theory of teaching. It is the purpose to provide a systematic and individual approach to teacher preparation and to encourage teacher education agencies to formulate and test teaching theories, and to establish programs based upon tested experience.

Although learning to teach is individual--the adaptation of one's unique talents to particular teaching tasks--the teacher's peers or colleagues are influencial in career assessment and development. Teacher education agencies should utilize findings from the behavioral sciences in designing individual and group experiences in their preparation programs.

Comments:

E. TYPES OF CERTIFICATES AND ASSIGNMENT OF PERSONNEL

Three types of certificates for school professional personnel are authorized. These certificates are for teachers, educational staff associates, and administrators. Within each type of certificate there may be several categories of specialization. Each specialization is to be designated by an endorsement to the basic certificate.

The types of certificates designate three areas of primary roles in elementary and secondary schools, each requiring specialized preparation.

Teacher Certificates

Authorized for the primary role of teaching children and youth.

Educational Staff Associate Certificates

Authorized for the primary role of specialized assistance to the educational program.

Administrator Certificates

Authorized for the primary role of general school administration.

Assignment of certificated personnel is to be appropriate to the type of certification held and the category of endorsement (s).

Remarks:

The three types of certificates reflect the primary roles performed by professional school personnel. These primary roles require preparation in fields of knowledge with emphasis appropriate to the specific role of each person. Accordingly, there is provision in the standards for recognition of special competence.

Examples of the bases for categories of teacher specialization are teaching fields such as mathematics, the characteristics of students such as those who are handicapped, and specialization appropriate to the age groupings of students, such as young children ages 3 through 8.

Examples of personnel who perform primary roles as staff associates are specialists for speech, hearing, visual and reading problems, for instructional resources and for school nurse service, counseling, social work, and psychological service.

Categories of specialization in general administration normally relate to patterns of school administrative organization.

Recognition of three primary professional roles in school service should not be so construed as to imply uniform personnel roles in school programs, or so that a person serving primarily in one role does not or can not function to some degree in a different role. For example; a teacher has many administrative functions, an administrator performs many teaching functions, and a staff associate has teaching functions and may, in some situations, have administrative responsibilities.

It is recognized that patterns of school programs and constructs of teaching will continue to change. Accordingly, the specific specializations within the three primary roles may be expected to change. Programs of preparation and related certificate endorsements approved by the State Board of Education from time to time will reflect such changes.

Although assignments of certificated personnel are to be appropriate to the type of certificate and its category endorsement(s), it is not intended that the state assume total responsibility for enforcement of this requirement, or that determination of assignments should be approached in a mechanistic or rigid fashion. The operation of the programs of preparation for the types and levels of certificates will bring high visibility to the relationship of performance and competence in a specific role in the school program. The means for adaptation of talents, opportunities for further preparation or other activities will be at hand. Responsible action by teacher education agencies and each professional person should ensure appropriate professional assignments.

Comments:

F. LEVELS OF CERTIFICATES

For each type of certificate--teacher, educational staff associate, and administrator--there is a preparatory certificate, and three levels of career certification.

Certificate levels for school professionals provide recognition of the fact that there are different kinds and levels of teaching competency, with different kinds and degrees of competence. Certificate levels facilitate appropriate recognition of different teaching roles, and relate constructively to career development patterns of teachers. Persons may leave teaching and return at an appropriate level. There may be mobility among levels within one type of certificate, as well as among the three types. A person may choose not to renew a Level Three certificate and remain qualified at Level Two, or choose to continue his career at Level One. Assessments of performance at regular intervals may show that a lower or a higher level of certificate is most appropriate for a person at different periods in his professional career.

The preparatory certificate provides recognition of the pre-professional status of the person in training. It establishes the basis for collaboration of the agencies responsible for preparation at that level.

Programs of teacher education agencies approved by the State Board of Education are to include the assessment and review procedures that are to be employed by the agencies in determining their recommendations for certification. Please refer to the criteria for the several levels of certificates outlined in Section G.--Criteria for Issuance of Certificates and Roles of Teacher Education Agencies.

Persons from other states and nations will enter teaching in Washington at appropriate certificate levels and categories as determined by the Superintendent of Public Instruction. The certificate type and level of these teachers will be subject to teacher education agency assessment and recommendation for certificate renewal in the same manner as for persons prepared in Washington.

Preparatory certificates

Preparatory certificates authorize training under supervision involving direct experience with elementary and secondary students and school professional personnel.

The certificate is to be issued to a student upon the recommendation of a college or university for a particular type of preparation.

The certificate may be issued for a maximum time of one year. It may be renewed once for a period no longer than one year.

Level One certificates

Level One certificates authorize school service in the categories of specialization designated by the recommending agency.

Level One certificates are valid for three years and are renewable at three-year intervals subject to assessment of performance by the recommending agency.

Colleges and universities are the recommending agencies for the initial issuance of Level One certificates, following consultation with appropriate school organizations and professional associations.

School organizations are the recommending agencies for renewals of Level One certificates, following consultation with appropriate colleges and universities, and professional associations.

Level Two certificates

Level Two certificates authorize school service in the categories of specialization designated by the recommending agency.

Level Two certificates are valid for seven years and are renewable at seven-year intervals subject to assessment of performance.

School organizations are the recommending agencies for initial issuance and for renewals of Level Two certificates, following consultation with appropriate colleges and universities and professional associations.

Level Three certificates

Level Three certificates authorize school service in instructional leadership roles in the categories of specialization designated by the recommending agency.

Level Three certificates are valid for five years and are renewable at five-year intervals subject to assessment of performance by the recommending agency.

Colleges and universities are the recommending agencies, following consultation with appropriate professional associations and school organizations.

Remarks:

See remarks under B.--Purposes of the Revised Standards.

G. CRITERIA FOR THE ISSUANCE OF CERTIFICATES AND ROLES OF TEACHER EDUCATION AGENCIES

Colleges and universities, school organizations, professional associations, and persons engaged in programs to improve their own teaching competence, share responsibility for teacher education. Although coordinating and recommending responsibility for certification may change as career interests and teaching performances change, each agency and individual has some responsibility at each level of certification. (See diagram on following page.)

Coordinating committees between the agencies will assure that responsibilities are carried forward collaboratively and that each agency expresses its particular concerns.

In the process of recommending persons for certification, an approved teacher education agency will: identify those persons seeking certification; assess their strengths, weaknesses, and potentials; provide appropriate and individual learning opportunities to enhance strengths and overcome weaknesses; provide "feedback" to the persons during and after learning activities; and recommend the issuance of certificates to those who have achieved satisfactory (high level) performance. (See diagram entitled, Steps In Teacher Education For Colleges, in Appendix 1.)

Criteria for initial certification

The following criteria are to be applied in assessing the performance of persons seeking initial certification by level of certificate. The criteria are additive; that is, all the criteria for a lower level certificate apply to the next higher level.

For the initial preparatory certificate

1. The person has the personal characteristics and has had sufficient preparation to profit from training under supervision involving direct experience with elementary and secondary students and school professional personnel.

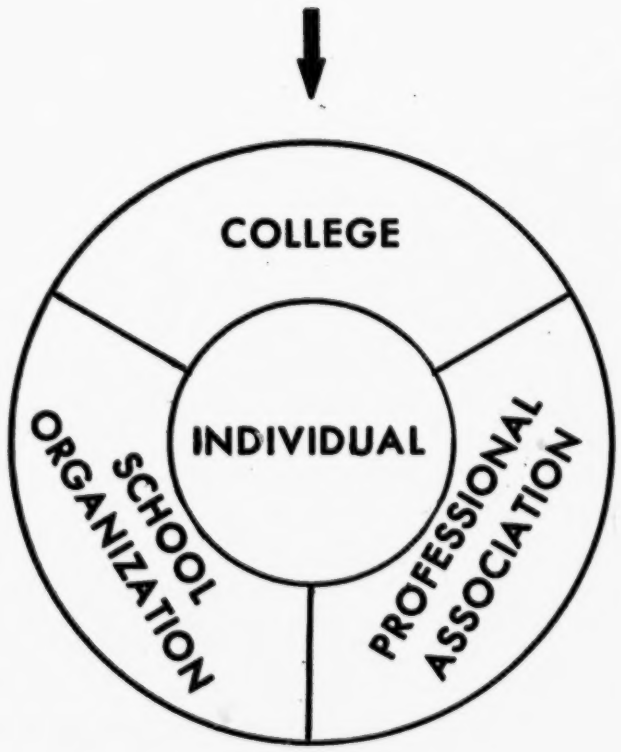
For the initial Level One certificate

2. The person has the background necessary to make sound decisions about what he will require of his students. This criterion will include:

   knowledge of the culture including values, conflicts, issues, trends (as perceived by the faculty of the college offering the program);

   ability to use the methods of inquiry appropriate to the fields and levels of knowledge to be taught;

RESPONSIBILITY AND LEADERSHIP FOR TEACHER EDUCATION AT EACH CERTIFICATE LEVEL *



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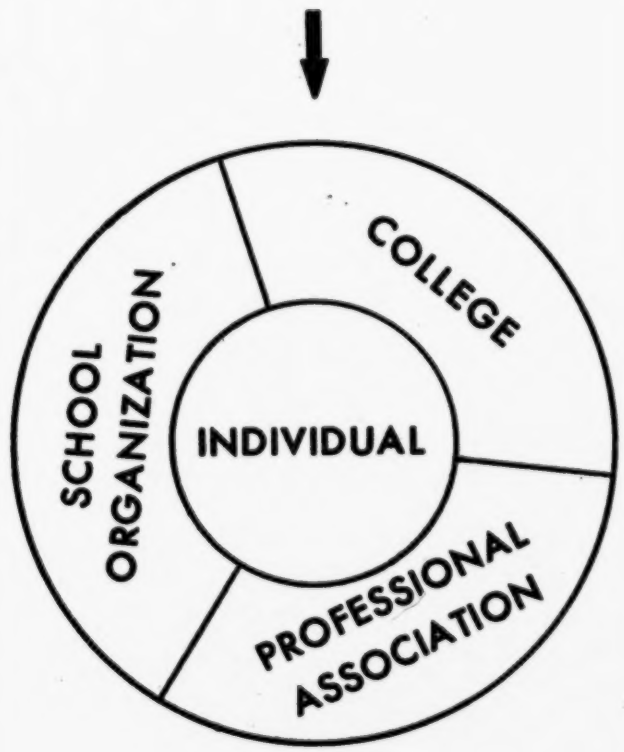

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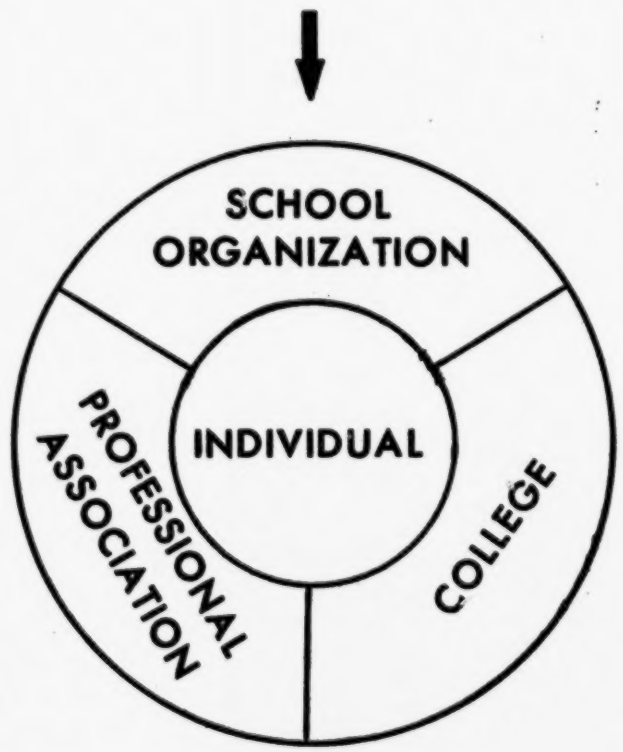

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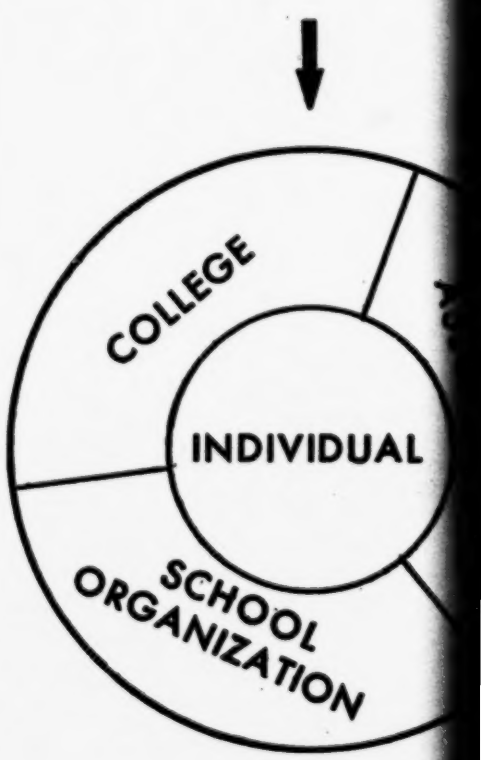


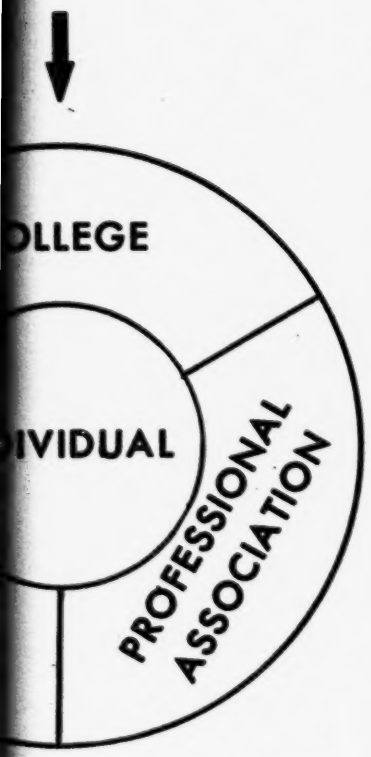
LEVEL III

* Applies to certificates for teachers, educational staff associates and administrators.

↓ Recommending agency and locus of responsibility.

RESPONSIBILITY AND LEADERSHIP FOR TEACHER EDUCATION

AT EACH CERTIFICATE LEVEL *



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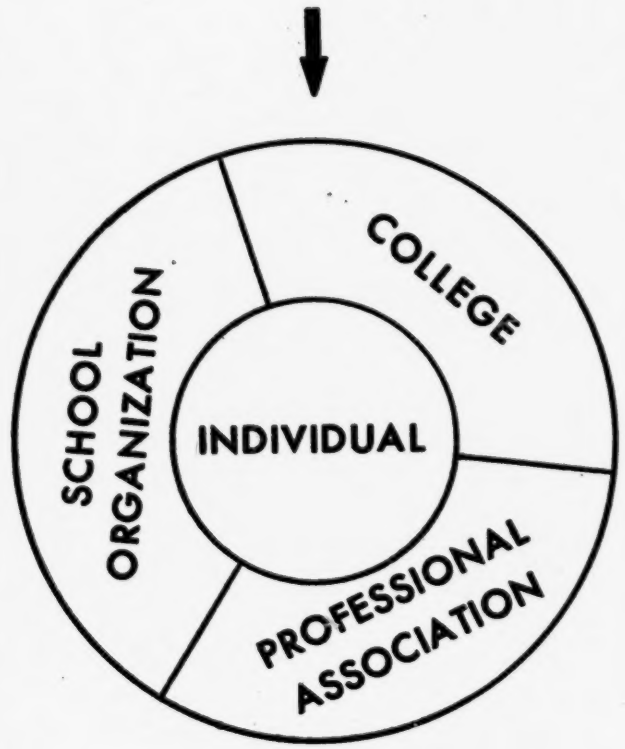

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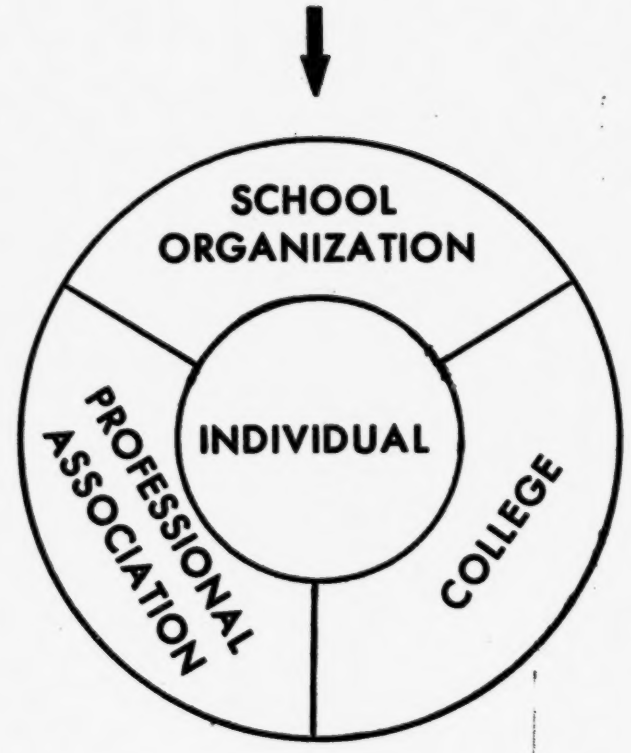

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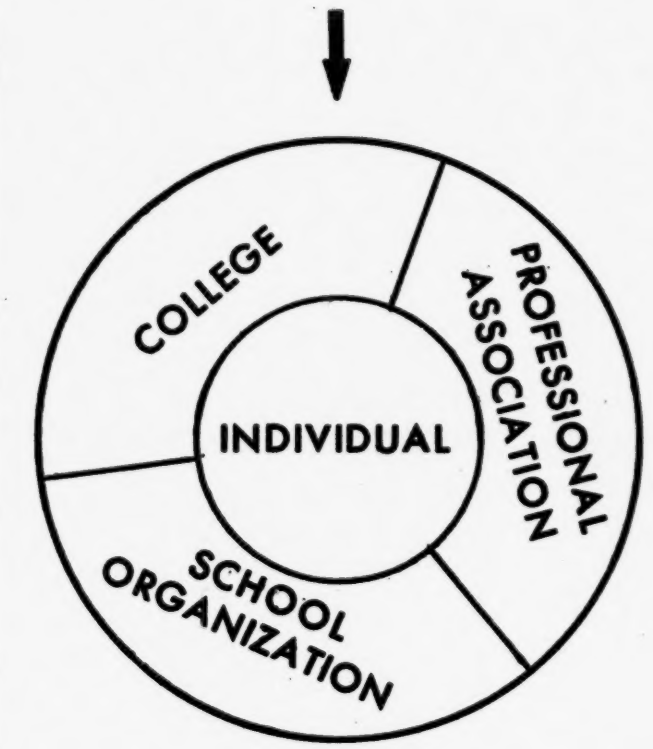


LEVEL III

ertificates for teachers, educational staff associates and administrators.

ding agency and locus of responsibility.

knowledge of children and youth;

knowledge of the content of school curricula appropriate to the fields and levels of knowledge to be taught.

3. The person describes appropriate objectives for teaching in terms of the performance (behavior) of his pupils. This means that he will have to be able to--

   see his goals for pupils in terms of desired pupil behavior;

   relate his teaching goals with individual pupil needs and aspirations;

   help learners define their own tasks;

   acquire and apply the findings of the behavioral sciences with respect to individual and group behavior;

   help learners assess and evaluate their own performances.

4. The person preparing to teach demonstrates at a minimum level of competence that he is able to educe appropriate behavior from pupils in school situations. This implies that programs need to be developed which help persons perform certain teaching tasks that are defined and evaluated jointly by college and school organization personnel.

5. The person realizes the nature of duties and responsibilities attendant upon teachers including standards of professional service, professional ethics and citizenship responsibilities.

For the initial <u>Level Two</u> certificate

6. The person (teacher) demonstrates that he has acquired a liberal education by the educational decisions he makes and by the methods and materials he uses. This implies that the person is able to:

   explain or justify the decisions he makes;

   relate teaching decisions with broader social issues;

   apply educational theory to the problems of teaching children and youth.

7. The person (teacher) develops individual style in teaching; that is, he reflects in his manner and choice of activities his unique personality or set of perceptions. This implies that the person has:

used successfully a variety of techniques to stimulate pupil response;

received honest "feedback" about the effect of his teaching on his students;

selected suitable teaching behavior for himself.

8. The person works skillfully with other professionals in joint teaching endeavors; that is, on teaching teams, on curriculum committees, with school service aides and instructional assistants.

9. The person (teacher) interprets the school program to parents and other interested citizens effectively.

10. The person (teacher) completes an individual or cooperative study in some depth under the supervision of a college professor from an affiliated college or university; the study to be related closely to the teacher's specific professional role.

For the initial Level Three certificate

11. The teacher works effectively with persons who are becoming teachers. This means that he is able to:

appraise teaching behavior;

make appropriate suggestions for improvement;

explain and demonstrate teaching principles in regular teaching situations;

provide help and assistance to new teachers;

serve as a model for a variety of teaching performances.

12. The teacher assumes responsibility for instructional leadership; that is, he is involved in activities which influence the direction or effectiveness of the school program or the professional services provided within the school.

13. The teacher continues to improve his own levels of competence. Application of this criterion implies the examination of the nature of career development for the person interested in Level Three status.

Criteria for the Renewal of Certificates

The following criteria are to be applied for the renewal of certificates by level. These criteria are additive; that is, the criteria outlined for lower certificates apply to higher ones.

For the renewal of the preparatory certificate

1. The person shows promise of success in teaching and should profit from additional supervised laboratory experiences.

For the renewal of the Level One certificate

2. The person (teacher) makes sound decisions about what he expects of children and youth.

3. The person (teacher) creates an attractive learning environment for children and educes appropriate and desirable behavior from students.

4. The person (teacher) accepts his responsibilities and carries out his duties ethically.

5. The person (teacher) works effectively with other professionals.

6. The person (teacher) interprets the school program to parents and other interested citizens effectively.

7. The person (teacher) has completed an individual or cooperative study in depth under the supervision of a college. (See criteria for initial certification.)

For the renewal of the Level Two certificate

8. The person (teacher) demonstrates a continued interest in liberal education and the broad social issues of the times. He continues to:

   explain his decisions or actions on the basis of reason;

   relate educational decisions with social conditions;

   apply appropriate educational theory to the resolution of teaching problems.

9. The person (teacher) teaches with individual style. (See criteria for initial certification.)

10. When assigned to him, the person (teacher) supervises the work of school service aides and instructional assistants with dispatch.

11. The person (teacher) accepts responsibility for helping in the preparation of new teachers and in in-service improvement programs.

For the renewal of Level Three certificate

12. The teacher continues to be effective in working with persons preparing to teach. (See criteria for initial certification.)

13. The teacher has assumed and continues to assume responsibility for instructional leadership.

14. The teacher continues to improve his own competence.

Roles of Teacher Education Agencies

The application of these criteria to individuals who are either preparing to teach or are teaching, requires careful planning and close collaboration in the use of the personnel and other resources of the participating agencies. Special responsibilities and roles devolve upon each:

Colleges

The college has responsibility for the pre-service phases of teacher preparation; of preparing students for and awarding preparatory certificates, and in recommending the issuance of the initial Level One certificate. For both certificates (preparatory and initial Level One) colleges should consult with affiliated school organizations and appropriate professional associations to establish the specific criteria to be applied in making assessments or judgments.

College committees will need to address themselves to the rigorous task of defining the kinds of desirable behavior (knowledge, feelings, actions) which should characterize the graduates of their general studies programs. Similarly, the faculties of departments in which students major will need to define what it means to master the basic methods of inquiry and the structure of knowledge within their disciplines. Professional education faculties will need to describe specific teaching performances as goals for programs of study and practice. Performance models should be available to illustrate appropriate goals for students.

The college has responsibility to help direct an individual study program for each graduate during the beginning years of teaching so that he may continue his scholarship. This program is to include a study in depth of a problem closely related to the teacher's professional role.

The college has responsibility for recommending for Level Three certificates. It shares these responsibilities with professional associations and school organizations for Level Three certification: (1) identifying, preparing, and recommending teachers for the Level Three certificate; (2) helping associations organize and carry out in-service programs for professional self-renewal and career development.

School organizations

School organizations have responsibility for many of the in-service phases of teacher preparation: (1) recommending initial and renewal issuance of Level Two certificates; (2) recommending renewal of Level One certificates; (3) assessing the performance of teachers holding Level One certificates and establishing individual programs of preparation and improvement; (4) helping supervise prospective teachers during their preparatory period; (5) working closely with professional associations and colleges in encouraging and preparing teachers for Level Three certification.

School organizations will need to direct more of their resources to teacher education and staff development. Principals and supervisors will need to become skillful in establishing a climate for improvement, providing favorable conditions for teaching, assessing teacher performance, providing "feedback" concerning performance, and organizing appropriate improvement programs.

Professional associations

Professional associations have responsibility for: (1) working with colleges and universities in identifying, preparing and recommending teachers for Level Three certification; (2) working with school organizations in establishing standards for personnel who work with beginning teachers (preparatory and Level One); (3) helping school organizations provide programs for career development (Level Two); (4) organizing and carrying out in-service programs in cooperation with colleges and school organizations.

In carrying out these responsibilities, professional associations will need to organize themselves so that they can take an active role in teacher education. Representative members of associations will need to participate in the establishment of performance standards and the assessment of teaching performance at each certificate level. Members who are effective in inter-agency communication and collaboration need to be identified and trained. Standing committees or councils to form association policy and to maintain necessary liaison within and outside the association will be required. Personnel involved in teacher education will need to have time to work on association business. In collaboration with colleges and universities, leaders need to be identified, prepared, and recognized through Level Three certificate programs.

Remarks:

Teacher preparation by tradition has been program oriented. Experiences, generally conceived to be good, have been organized into courses, and those courses which have seemed to be most pertinent have been required for all students preparing to teach. The pervasive idea in the revised standards is that teacher preparation ought to be "individual oriented." That is; that the instructional resources should be provided and arranged in relation to individual talents and needs.

Teachers are not interchangeable parts subservient to a system--teachers are unique individuals who use system concepts to help others become self-directive and responsible.

A balanced school staff at any level is a symphony of many personalities and capabilities. For children and youth to profit most from their schooling they should be confronted daily by teachers with whom they can identify and communicate. This means that a variety of persons must be available in the school if each student's perceptual field is to be touched. To accomplish the flexibility and diversity of style needed on a school faculty, teacher preparation needs to focus on desirable teacher behavior in relation to uniqueness.

Although scientific and reliable assessment of teacher performance is in its infancy, and individualization of instruction seems remote and expensive, teacher education standards for the State of Washington should promote these developments. These general criteria (for the issuance or renewal of certificates) are designed to be the outline teacher education agencies should use in; (1) defining the specific teaching behavior desired, (2) establishing appropriate performance tasks, (3) assessing individual readiness to perform, (4) arranging and designing individually tailored experiences, (5) providing the needed experiences, (6) assessing and "feeding-back" the effect of experiences, and (7) recommending for certification. (See diagram in Appendix I.)

Comments:

H. PROGRAM APPROVAL

The preparation programs of each teacher education agency are subject to approval by the State Board of Education.

As they desire approval for programs of preparation for school personnel, colleges and universities, school organizations, and professional associations are expected to request approval for each program by level, type, and category of specialization. This request should include:

a statement of objectives for each program;

a list of performance tasks (behaviors) which students of teaching will be expected to master;

a summary description of the performance models to which students will be exposed;

a description of the types of experiences which will be provided or available to develop desired performance levels;

a description of the processes used for individual assessment;

a review of program adaptations made (or possible) in caring for individual differences;

a description of the nature and extent of "feedback" activities in each program;

an outline of the criteria and process used in developing certificate recommendations;

a description of the resources available to provide each program, both human and material.

Following initial approval of programs, teacher education agencies are to file annual progress reports together with descriptions of changes in programs and the resources committed to them.

A comprehensive review of teacher education agency programs and renewal of State Board of Education approval will be on a three to five-year schedule. This review is to include visitation of committees of highly qualified professional personnel.

Review of programs of preparation is to include consideration of the following information provided by teacher education agencies in relation to the Standards for Preparation of School Professional Personnel Leading to Certification:

program descriptions and standards;
annual and special reports;
reports of review committees;
professional accreditation status.

The Superintendent of Public Instruction will develop processes for regular review of preparation programs which provide for participation of professional consultants from this state and from other states as desirable, who are highly qualified in the fields of preparation being reviewed.

The Superintendent of Public Instruction also is expected to provide leadership in teacher education program planning and development through a highly qualified professional staff.

Until new programs of teacher education, based upon these revised standards, have been approved by the State Board of Education, the present standards (1962) will continue in force. (See proposed schedule in Section A.)

Remarks:

Essentially the process now used for teacher education program approval for colleges and universities will be applied to all agencies desiring to participate in teacher preparation. Although colleges and universities, and school organizations are the recommending agencies for all certificates, professional associations are responsible teacher education agencies. The standards provide for the collaboration of appropriate associations in preparation programs for all categories and types of certificates. Professional associations may initiate program planning for Level Three certificates and develop programs in collaboration with colleges and universities, subject to approval by the State Board of Education.

Colleges and universities should be ready by 1970 to implement preparatory certificate and Level One certificate programs in collaboration with school organizations and professional associations. (See schedule in Section A.)

Comments:

I. PREPARATION OF TEACHERS

Basis and process for selection of teachers

Selection of teachers is viewed as a process occurring over a considerable period of time; a process in which the teacher himself has a major role. The central criterion for selection is the degree to which the person possesses the prerequisites he needs to accomplish the tasks he will face in the preparation program. Personal and social traits of teacher candidates may be assumed to have an effect upon task performance, but should not in themselves be the basis for selection.

Teacher education agencies need to be sensitive to the attractiveness of their teacher preparation programs and the quality of persons who are selected and admitted to them. Selection and review processes should focus on performance prerequisites. Consideration of the significance of distinctive characteristics of individuals and their backgrounds should be within this focus. Selection processes should facilitate the positive participation of candidates.

Eligibility for selection

All citizens, eighteen years of age and older, whose civil rights are not withdrawn, are eligible for teacher candidacy and service, subject to the application of standards by the appropriate educational agencies. Foreign nationals may be eligible when they have formally indicated their intention to become a citizen.

Teacher education program criterion

The basic reference in planning preparation programs should be the criterion of performance which elicits favorable behavioral responses in students.

Program content

The preparation programs for teachers for Level One certification should be planned within the framework and standards of the curricula of colleges and universities. It is expected that teachers will be liberally educated. Standards of scholarship and breadth and depth of study in fields and areas of knowledge for teacher candidates should be comparable to those for college students preparing for other professions. The teacher's preparation should include thorough study in the behavioral sciences and the art and science of teaching. Training under supervision involving direct experiences with elementary and secondary school students should be provided which are appropriate to each candidate's objectives and the quality of his performance.

Program design

Preparation programs common under previous standards may be suitable for many candidates. Programs which lead to Level One certification at or near completion of a fifth college year of study may be best for many students. For many, programs may be desirable which lead to training under supervision involving direct experience with elementary and secondary school students, after an almost entirely liberal education of four years. Unique programs may be planned for individuals with backgrounds and interests different from most undergraduate students. Programs may be designed especially to prepare teachers for particular responsibilities, such as with students having distinctive characteristics, limitations, or special backgrounds.

Major responsibility of school organizations for recommendation of teachers for Level Two certification will require that these agencies design preparation programs in collaboration with colleges and universities. For those teachers who prepare for Level Three certification colleges and universities will be expected to design programs in collaboration with professional associations.

Preparation programs leading to Level Two and Level Three certification may or may not be part of graduate degree programs. These programs may include experiences which are not a part of college or university programs.

Remarks:

The primary judge of whether or not a person has the prerequisites or qualities needed for teaching is the person himself. Similarly the primary judge of whether or not a teacher meets the criteria established for a certificate level is the teacher himself. The key to rational and fair judgment is evidence, and evidence in the form of personally supportive "feedback" is the sine qua non of an individualized and humane approach to teacher education. Teachers, to be sensitive to children and youth, need to be sensitive to "feedback". As a consequence, adjustment or change as a result of "feedback" may be an important consideration in recommending persons for certificates.

Because a person's perceptions of himself are so vital to his perceptions of others, efforts should be made or opportunities provided for all teachers to receive from time to time supportive "feedback", both objective and subjective. Teaching is a human enterprise and its primary rewards are in the personal, helping relationships which occur in open and non-threatening situations. Teachers usually can elicit favorable responses from students if they are sensitive to student needs, have personal resources available to meet student needs, and can communicate effectively with students.

College undergraduate and graduate degrees are not included in the standards. Degree requirements and teaching performance may or may not be closely related. The standards are intended to bear directly upon the results of program offerings, but not necessarily upon degree requirements.

The context in which teachers work has an important influence on the quality of the work done. Teacher education programs, to be effective, are dependent upon good working conditions. Colleges, school organizations, and professional associations should take whatever action is necessary to ensure that conditions favorable to teaching and learning do exist.

Comments:

J. PREPARATION OF EDUCATIONAL STAFF ASSOCIATES

Basis and process for selection of educational staff associates

As in the case of teachers and administrators, the selection of educational staff associates is conceived as a process occurring throughout an extended period of time--a process in which the candidate plays a major role in assessing his own progress. The central criterion for selection is the degree to which the person possesses the prerequisites he needs to accomplish the tasks he will face in the preparation program. Personal and social traits of educational staff associate candidates may be assumed to have an effect upon service performance, but should not in themselves be the basis for selection.

Teacher education agencies preparing educational staff associates need to establish selection and review processes which focus on service performance. Models of acceptable performance should be available to candidates as they proceed through preparation. Individual distinctiveness in style or approach should be appreciated. Adequate "feedback" should be provided to candidates so that they participate actively in the selection processes.

Eligibility

All citizens, eighteen years of age and older, whose civil rights are not withdrawn, are eligible for educational staff specialist candidacy and service, subject to the application of standards by the appropriate educational agencies. Foreign nationals may be eligible when they have formally indicated their intention to become a citizen.

Educational staff associate preparation program criterion

The basic reference in planning preparation programs should be the criterion of performance; performance which provides service in simple, acceptable and usable forms; performance which results in improved educational opportunities or improved behavioral performances by students and other school-related personnel.

Educational staff associate program content

Programs leading to Level One certification for educational staff associates should be planned within the framework of the undergraduate and graduate standards and programs of the colleges and universities. In addition to the preparation designed to develop specialized service performance, educational staff associates should be liberally educated. Standards of scholarship and breadth and depth of study in fields and areas of knowledge for educational staff associate candidates should be comparable with students having other professional objectives. The preparation of the educational staff associate should include the work of specialist staff personnel, professional ethics, and beginning study of the role of the school and the art and science of teaching.

The specialized preparation program needs to include training under supervision involving direct experiences with elementary and secondary school students and professional school personnel. The experience should be appropriate to the candidate's objectives and the level of his performance development.

Educational staff associate program design

Programs for the preparation of educational staff associates at Level One may take many forms. In some instances broad specialization may begin in the undergraduate years of college, continuing with intensive specialization during the graduate years. In other cases specialization may begin at the graduate level. In every case colleges and universities should define performance tasks for individual candidates based upon an analysis of the candidate's level of development and the kinds of performances required for beginning educational staff associate work.

Major responsibility of school organizations for recommendation of educational staff associates for Level Two certification will require that these agencies design preparation programs in collaboration with colleges and universities. Appropriate professional associations will be expected to design programs in collaboration with colleges and universities for those educational staff associates who prepare for Level Three certification.

Preparation programs leading to Level Two and Level Three certification may or may not be part of graduate degree programs. These programs may include experiences which are not a part of college or university programs.

Remarks:

Please see remarks in Section I.

Direct training experiences in schools are crucial to a program based upon service performance. Teacher education agencies will need to identify competent practioners who work in good school settings to supervise candidates. These practioners may need special preparation if they are to organize appropriate and individual training experiences. (Level Three certification.)

College undergraduate and graduate degrees are not included in the standards. Degree requirements and teaching performance may or may not be closely related. The standards are intended to bear directly upon the results of program offerings, but not necessarily upon degree requirements.

Comments:

APPENDIX I

ILLUSTRATIVE PERFORMANCE STANDARDS

THE CAREER TEACHER PROJECT AT WASHINGTON STATE UNIVERSITY AND THE BELLEVUE PUBLIC SCHOOLS

Washington State University and Bellevue Public Schools are collaborating in a teacher education experiment to demonstrate the following propositions:

1. Standards for teacher education should be descriptions of performances by the effective teacher.

2. The University's program of teacher education should consist of ways and means for helping as many candidates as possible demonstrate effective teaching performances.

3. The cooperating school district should provide opportunities for the beginning teacher to continue the practice and study of these specific teaching behaviors.

The New Standards

During 1966-67 a committee from Bellevue and Washington State University developed a list of the characteristics of what they conceived to be an effective teacher. The WSU Department of Education staff then stated these characteristics in terms of behavior. These descriptions of what the effective teacher does in the classroom became the "standards" for the Bellevue-WSU demonstration. There follows a list of 25 tasks for teacher candidates at WSU. These tasks are the new standards, and the behavioral objectives of the program, inasmuch as they describe the effective teacher in the classroom.

The demonstration is limited to the technology of teaching. Other important characteristics of effective teaching which are not part of this particular demonstration are abilities to use a knowledge of the foundations of education, and skills in working with members of the community and profession.

A. Determine Objectives

Task 1. Define "behavioral objective," and list characteristics of behavioral objectives.

Task 2. Distinguish between objectives which are behaviorally stated and those not so stated.

Task 3. Write behavioral objectives for learning activities appropriate to trainee's special field of teaching.

Task 4. Write objectives for own field for cognitive domain of behavior: (a) for knowledge level of behavior, and (b) for higher levels of behavior.

Task 5. Write objectives for own field for effective domain.

Task 6. Write objectives for own field for psycho-motor domain.

Task 7. From Bellevue curriculum guides and other sources, trainees select examples of objectives which illustrate, (a) convergent thinking, (b) divergent thinking, (c) evaluative thinking.

Task 8. Trainees state how the objectives they have written for preceding tasks are appropriate to (a) societal needs, (b) developmental needs of the youth he will be teaching, (c) structure and methods of inquiry of the discipline from which the objectives are drawn.

B. Modify objectives to meet individual differences

Task 9. State prerequisites for given objectives

Task 10. Write descriptions of procedures for assessing the degree to which different types of learners are likely to possess the necessary prerequisites for a learning task (including, interpret individual Bellevue student scores and profiles obtained from batteries of standardized tests).

Task 11. Write modified objectives for different types of learners.

C. Select media which implement appropriate practice of the desired pupil behavior

Task 12. Choose from among available media, and justify choices in terms of (a) relevance of content, and (b) appropriateness of media's characteristics to the desired behavior.

Task 13. Select media appropriate to different learners' characteristics.

Task 14. List sources of media available for trainee's special fields.

Task 15. Construct examples of types of media useful in special field.

D. Organize the learning environment

Task 16. Write plans which place in appropriate sequence (a) anticipated pupil activity, (b) teacher actions, (c) media. Allot necessary time for aspects of the plans.

Task 17. In simulated classrooms, place equipment, media and pupils to facilitate different types of activity.

E. Interact with students

In each of these five types of situations, interact with pupils effectively by (a) eliciting frequent pupil responses, and (b) reinforcing appropriate responses:

Task 18. Describe to pupils a specific learning task, and elicit responses which indicate a favorable "set" toward the task.

Task 19. Elicit responses which indicate practice in acquiring knowledge.

Task 20. Elicit responses characterizing convergent thinking; or behavior at the comprehension or application levels of the cognitive domain.

Task 21. Elicit responses which characterize divergent thinking, or the analysis or synthesis levels of the cognitive domain.

Task 22. Elicit responses indicating evaluative thinking.

F. Evaluate student progress

Task 23. Write test items which adequately sample behavior described in previously written objectives.

Task 24. Appraise student performance according to criteria based upon objectives.

Task 25. Confer with pupils individually so as to elicit pupil responses indicating a fair appraisal of the pupil's own performance.

The Program

In this demonstration of a new program for teacher education, the object of preparation is learning. Learning is conceived to be a desirable change of behavior. The practical objective of the teacher education project at Washington State University and Bellevue Schools is to have each of the subjects in the experiment demonstrate proficiency in each of the 25 tasks or standards.

A model of the teaching act emerges from analysis of the 25 tasks or standards: the teacher first formulates a precise description of the new behavior which constitutes learning. Then, individual learners are appraised to determine whether or not they possess the necessary prerequisites, and the objective is modified for different learners. Media and learning activities are arranged so that the learner will have an opportunity to practice the desired new behavior. Learners demonstrate their proficiency in a criterion task. Evaluation is in terms of the degree to which learners' final behavior approximates the original statement of objectives, the task description.

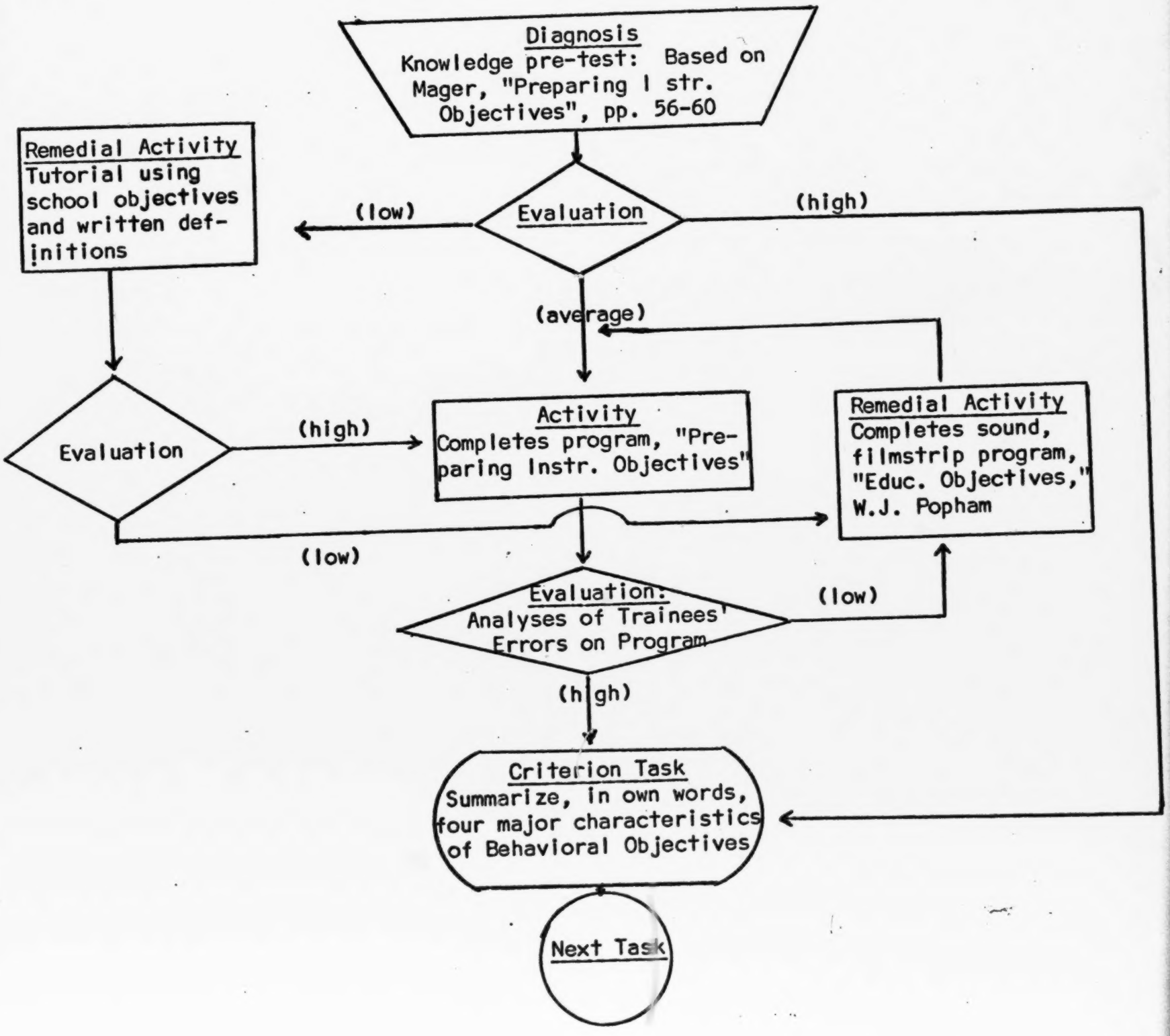
This model of teaching is a general description of the WSU program for preparing teaching candidates for each of the 25 tasks. Two examples follow:

> The first example of this model is a brief description and diagram of the plan for having each candidate in the special project demonstrate the behavior described in Task 1. This behavior is relatively uncomplicated and is achieved primarily through individual study of appropriate programed materials.
>
> The second example is the plan for achieving the objective described in Task 18. In contrast to the first example, the desired behavior is rather complex. The task involves interaction with students. A variety of teaching styles could conceivably achieve the same quality of teaching performance in meeting this objective. Some of the appropriate learning activities involve independent study, but more involve the learner interacting with others. The special materials that seem appropriate to this task include interchange of critical observations among learners, micro-teaching--brief practice teaching session with small groups of pupils which are videotaped and analyzed, conferences with professional staff, study of examples of different styles of teaching in the form of video tapes or kinescopes of experienced teachers demonstrating this particular teaching competency. As in the first example which is illustrated, the plan for achieving the competence described in Task 18 follows the framework of the model of teaching, based upon the standards.

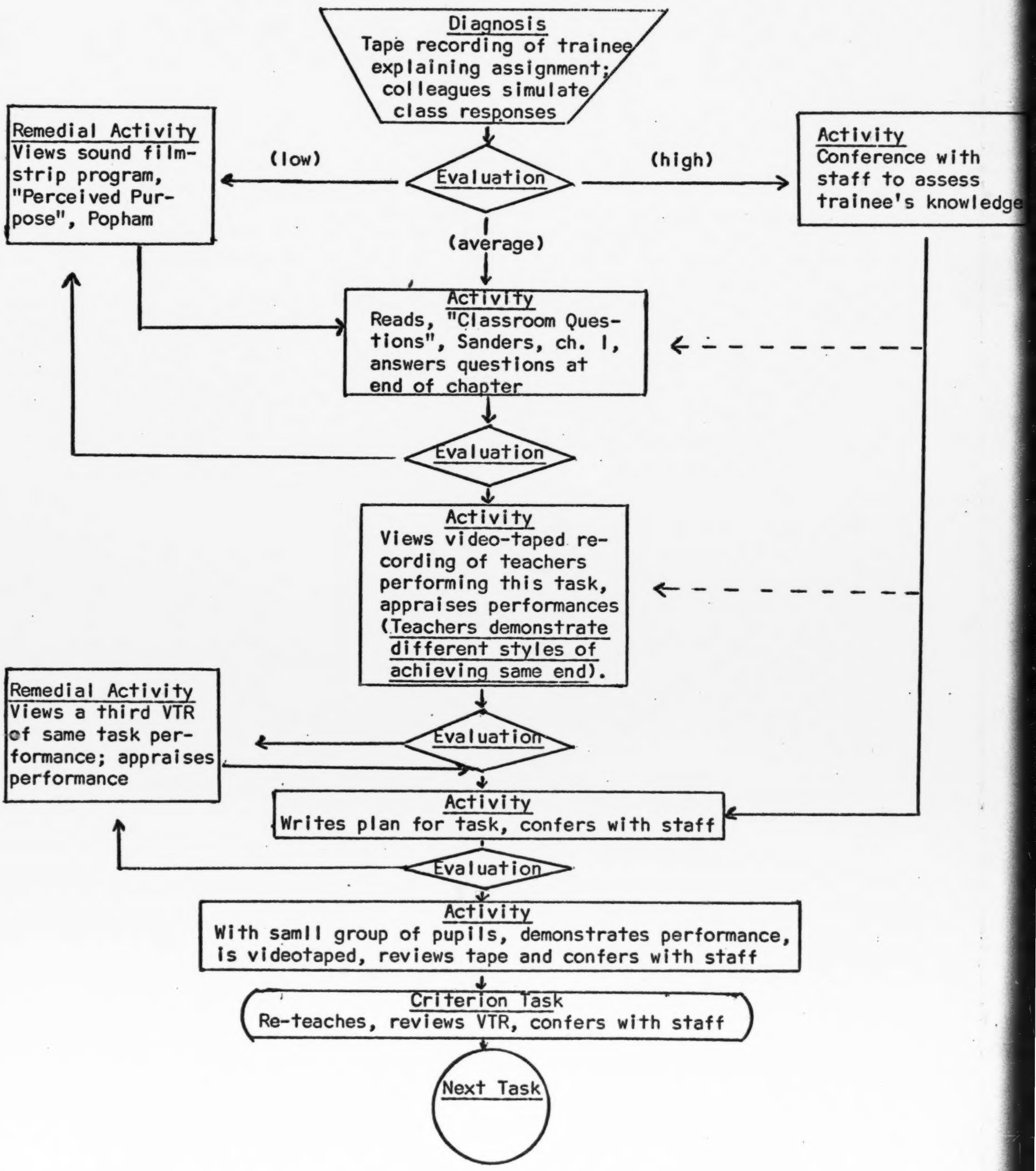
The program at Washington State University was first carried out in the fall semester of 1967-68 with 28 candidates who were selected by the Bellevue Public Schools to both intern and begin teaching in their schools. The program for achieving different standards required different amounts of time and staff attention. The five tasks described under "Interacting with Pupils" required approximately one-half of the semester. The 25 tasks substituted for two required courses in the professional education sequence. The pilot study did not include a change in the foundation courses of the WSU professional sequence.

The Washington State University staff refers to these special programs as <u>systems approaches</u> to teacher education.

TASK 1: Define "behavioral objectives", and list characteristics of behavioral objectives



TASK 18. Describe to pupils a specific learning task, and elicit responses which indicate a favorable "set" toward the task


Diagnosis
Tape recording of trainee explaining assignment; colleagues simulate class responses
Evaluation
(low)
(high)
(average)
Remedial Activity
Views sound filmstrip program, "Perceived Purpose", Popham
Activity
Conference with staff to assess trainee's knowledge
Activity
Reads, "Classroom Questions", Sanders, ch. 1, answers questions at end of chapter
Evaluation
Activity
Views video-taped recording of teachers performing this task, appraises performances (Teachers demonstrate different styles of achieving same end).
Remedial Activity
Views a third VTR of same task performance; appraises performance
Evaluation
Activity
Writes plan for task, confers with staff
Evaluation
Activity
With samll group of pupils, demonstrates performance, is videotaped, reviews tape and confers with staff
Criterion Task
Re-teaches, reviews VTR, confers with staff
Next Task

Role of Cooperating School District (Bellevue)

Throughout the preparation program at Washington State University, the 28 trainees in the pilot project used the actual learning materials which had been selected for Bellevue pupils. Examples of objectives, media, teaching performances were drawn from the resources of the Bellevue District.

In the spring semester of 1968, the 28 supervising teachers in Bellevue arranged a sequence of five teaching experiences for the 28 trainees, which closely paralleled the categories of preparation tasks at WSU. The internship program was intended to be a literal continuation of the preparation program at WSU. These five structured experiences led to more and more responsible direction of the classroom on the part of each person in the program.

Throughout beginning teaching as well as internship, performances of the 28 persons in the pilot study would be evaluated on the basis of criteria reflecting the 25 tasks of the WSU preparation program.

Alternatives to the WSU-Bellevue Program

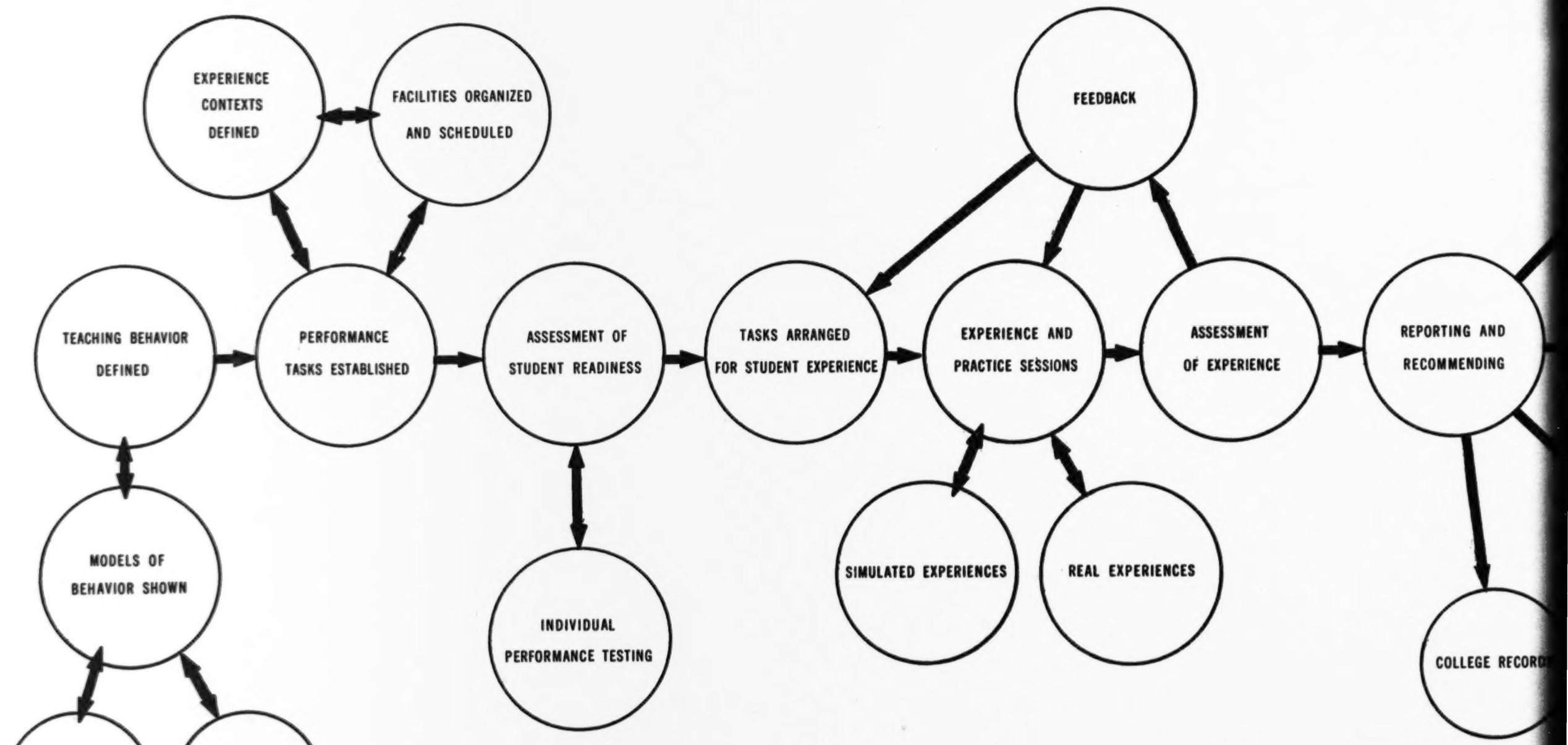
Unquestionably, the individual mode of instruction is expensive. A group mode of preparation, representing a modest change from existing preparation programs, is possible which could still be related to the new types of standards.

A university or college might develop behavioral objectives similar to the 25 tasks in this appendix. Evaluation of these competencies might be the principal appraisal technique used with the student teacher, or intern. The professional education course sequence, a group mode of instruction, might be modified to the extent that learning activities in these courses were "analogous practice" for the performances to be demonstrated during the internship period.

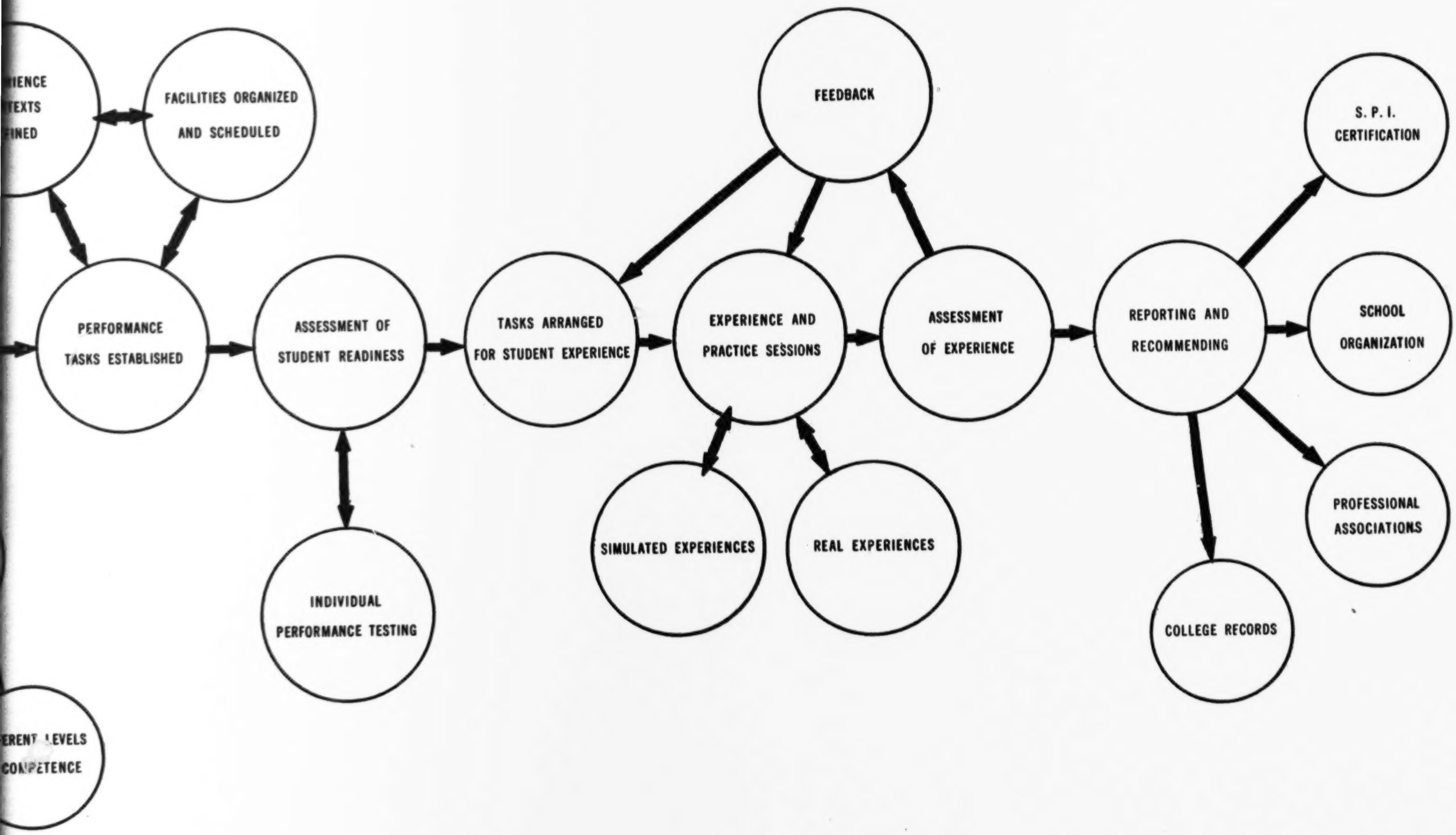
School preparation agencies and universities might collaborate by using school resources in the teacher education program. The appraisal of the beginning teacher for the second level of certification might be based upon the evaluation criteria developed by the university for appraising the performance of its interns.

The following diagram outlines steps to be taken by colleges in planning programs under the revised standards.

STEPS IN TEACHER EDUCATION FOR COLLEGES



STEPS IN TEACHER EDUCATION FOR COLLEGES



APPENDIX 3

RECOMMENDATIONS OF THE STATE BOARD OF EDUCATION FOR THE EMPLOYMENT AND UTILIZATION OF SCHOOL SERVICE AIDES AND INSTRUCTIONAL ASSISTANTS
June 14, 1967

Background

Recent information indicates that the use of auxiliary personnel, service aides and instructional assistants, is widespread in Washington schools. More than 2500 people are now employed in these categories; nearly all of the school districts with more than 1000 students utilize aides and assistants in some capacity.

The introduction of new types of personnel in the schools should have a positive influence on the quality of education provided to children. The State Board is concerned that these additional persons be used wisely and that school organizations establish appropriate policies to ensure wise usage. These policies should include attention to selection; the nature of assignments, including time and compensation; supervision; relationships with professional personnel; in-service preparation; as well as the recommendations given later in this document.

At this time, the Board thinks that certification regulations should not be established for auxiliary personnel. The presence of aides and assistants is new and undoubtedly results in some changes in staff utilization in many schools. Accordingly, the State Board of Education recommends as follows:

Definitions

A (school) service aide is a person who works directly under supervision on tasks which are primarily of a routine or noninstructional nature.

An instructional assistant is a person who assists in instruction under the supervision of certificated personnel.

The term teacher refers to all certificated personnel who are responsible for instruction, for instructional services, or for student personnel services in the school.

Recommendations

Employing schools are urged to establish personnel policies, standards and procedures for selecting and employing service aides and instructional assistants. The recommendations which follow are intended to assist school authorities.

1. Qualifications

Service aides and instructional assistants should meet the health qualifications required of teachers.

Service aides should have as a minimum the general education equivalence of high school graduation.

Instructional assistants should have as a minimum the general education equivalence of the baccalaureate degree.

Aides and assistants should be able to perform adequately in reading, writing, speaking and computing, as demonstrated by appropriate examinations.

Aides and assistants should have a general understanding of the purposes and organization of public education.

2. Assignment and Supervision

Personnel policies of school organizations should make it clear that aides and assistants are to be employed to help teachers provide better instructional services to students. Personnel policies should provide that aides and assistants are not employed to relieve teachers of their teaching responsibilities nor to change the overall student-to-teacher ratio in a school.

The work assignment for an aide or an assistant should be so defined that it is clear to which certificated person the aide or assistant is responsible at all times.

Aides and assistants should be assigned with respect to their interests and qualifications.

Certificated personnel should periodically review and evaluate the proficiency of aides and assistants. Teachers to whom aides and assistants are assigned should have key roles in this process.

Aides and assistants should not be used as substitute teachers. Only certified teachers are to be responsible for instructional programs.

3. In-service Training

The school system should provide aides and assistants with training which includes actual practice in the operational skills required of them as a result of their assignments.

Specialized competencies required of aides or assistants should be developed through in-service training programs.

Professional organizations are encouraged to sponsor meetings for aides and assistants so that they may become better able to serve in the schools.

Colleges, school organizations and professional associations should establish in-service preparation programs which will help teachers work with aides and assistants easily and effectively.

4. Encouragement of Professional Preparation

Opportunities for aides to become assistants and assistants to become fully qualified teachers should be provided. Schools, colleges, and professional associations are encouraged to develop appropriate work-study programs for these people.